

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 10 | Elementary schools (includes K-8) |
| 5 | Middle/Junior high schools |
| 4 | High schools |
| 0 | K-12 schools |
| 19 | TOTAL |

2. District Per Pupil Expenditure: 8549

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	80	72	152	7			0
1	87	83	170	8			0
2	70	88	158	9			0
3	110	92	202	10			0
4	93	108	201	11			0
5	97	92	189	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							1072

6. Racial/ethnic composition of the school:	<u>1</u> % American Indian or Alaska Native
	<u>4</u> % Asian
	<u>18</u> % Black or African American
	<u>1</u> % Hispanic or Latino
	<u>0</u> % Native Hawaiian or Other Pacific Islander
	<u>76</u> % White
	<u>0</u> % Two or more races
	<u>100</u> % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	91
(4)	Total number of students in the school as of October 1.	1484
(5)	Total transferred students in row (3) divided by total students in row (4).	0.061
(6)	Amount in row (5) multiplied by 100.	6.132

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 18

Number of languages represented: 19

Specify languages:

Arabic, Punjabi, Mandarin Chinese, Spanish, Urdu, Hindi, Korean, Vietnamese, Japanese, French, Persian, Farsi, Bengali, Telegu, Flemish, Portuguese, German, Pular, Creole French

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 131

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 110

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>81</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>45</u>	<u>0</u>
Special resource teachers/specialists	<u>20</u>	<u>4</u>
Paraprofessionals	<u>27</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>98</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	1%	2%	1%	0%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Madison Station Elementary School (MSE) is located in the heart of the fastest growing area in central Mississippi. Our school, one of 19 in the district, is now the largest elementary school in the county with 1,086 kindergarten through fifth grade students, one principal, one assistant principal, 65 certified teachers, 27 assistant teachers, three office managers, one maintenance employee, and eight cafeteria workers.

Founded in 1992 due to an increase in county growth, MSE was originally located in a 40-year old building. Six years ago, Madison Station moved into a new building that was built in the fastest growth area of our county, and at the same time began a lasting transformation of our mission and focus that mirrored the significance of our physical move.

Our mission states that in partnership with parents and community, we will provide all students the opportunity to excel through an arts integrated curriculum with relevant, diverse and challenging learning experiences in a safe and positive environment.

Our goals exemplify our belief that we should educate the whole child. These goals are: (1) academic excellence (focusing on a child's mind); (2) fitness and wellness (focusing on a child's body); and (3) arts integration (focusing on a child's heart/soul).

Accomplishing our goals would not be possible without an eager, willing, and extremely dedicated staff. MSE teachers know that we are not an average school. They are willing to arrive at school early, stay late, and spend time on the weekend to make sure meaningful lessons are ready for our students. As principal, I made a commitment years ago to provide each team of teachers with one hour of curriculum focus time once a week during the school day. It is inspiring to watch the teachers plan, share ideas, mentor new teachers, research and study a problem, write grants, and problem solve during these collaborative focus meetings.

Our teaching staff will readily admit that we have some of the greatest students and families in the entire country. Our children love to come to school each day. Indeed, they thrive with the hands on learning activities that we provide. Our very active and involved PTO (Parent Teacher Organization) is a vital part of our exciting and engaging atmosphere. Parents active in the PTO, regularly provide coordination and support for projects such as our annual Arts Night, various Book Fairs, a Science Fun Day, and many other activities. Our PTO provides much-needed financial resources and parent volunteers to keep our school day interesting and unique. At MSE, it is common to see parents eating lunch with their children, reading to classes, assisting with lessons, attending field trips, and tutoring children.

Proof of MSE's excellence lies in our having earned the highest academic rating by the state of Mississippi ***for each of the last ten years*** despite an increasing enrollment (in excess of 1,500 last year) and the addition of new faculty members. Moreover, this year, MSE was one of only 13 elementary schools in the entire state of Mississippi to receive "STAR" ranking by the Mississippi Department of Education, the highest individual school rating available in our state.

Just prior to our move in 2004, MSE applied to be a part of the Whole Schools Initiative program of the Mississippi Arts Commission. Our application was accepted and we received and matched approximately \$50,000.00 in grant funding over a six year period to implement our "Arts Across the Curriculum" program. We later combined this award with a \$350,000.00 grant from the U. S. Department of Education and established our "Arts Create Excellence" (ACE) program which, proudly, is now financially self-sufficient. ACE has led to the hiring of an arts teacher, a part-time Spanish teacher, a Yamaha keyboard lab, numerous arts-related field trips, teacher training sessions, and the implementation of a very effective, parent-led arts instruction program known as "Arts Sense." Additionally, an annual "Artist-in-Residence" visits the school to introduce students to his or her art form and allow students the opportunity to create art in that form. Faculty members spend time with the artist learning the art form and how to best integrate it into daily classroom instruction. Examples include a sculpture artist who helped fourth grade students construct a Mississippi history sculpture and a mosaic artist who created two masterpieces with the students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Madison Station Elementary (MSE) students enrolled in grades 3-5 participate in the Mississippi Curriculum Test, Second Edition (MCT2). The MCT2 consists of customized criterion-referenced reading/language arts and mathematics assessments that are fully aligned with the 2006 Mississippi Language Arts Framework Revised and the 2007 Mississippi Mathematics Framework Revised. These assessments allow Mississippi to be in compliance with the requirements of the federal legislation No Child Left Behind (NCLB).

Trends in the data over the past five years for MSE show a very high percentage of students performing at proficient or above. On average, during the 2004-2005, 2005-2006, and 2006-2007 school years, over 90% of students in the ** all students subgroup* scored at proficient or above in reading/language arts and mathematics. In the 2007-2008 school year, the second edition of the MCT, the MCT2, a much more rigorous assessment, was put into place. This accounts for the lower number of MSE students scoring proficient or above; however, even under much more rigorous standards, a large percentage of MSE students in the ** all students subgroup* performed at proficient or above in reading/language arts and mathematics, in most grade levels at 75% or higher, for all students. The two-year trend, using the new assessment (MCT2) for MSE students, shows gains in the percentage of students scoring proficient or above for students in the ** all students subgroup*. Not only does MSE consistently have a large number of students scoring proficient or above, a large percentage of those students are in the advanced levels. For example, in the 2007-2008 school year, 76% of grade 5 MSE students in the ** all students subgroup* scored proficient or above in mathematics, and 28% scored advanced. Having nearly one-third of all students in a grade level scoring at the highest level the assessment measures is certainly noteworthy. Similarly, in the 2008-2009 school year, 84% of grade 4 MSE students in the ** all students subgroup* scored proficient or above in reading/language arts, and 32% scored in the advanced category of the MCT2.

*Note: *all students* is one of the nine subgroups for the Mississippi accountability system.

During the 2004-2005, 2005-2006, and 2006-2007 school years, Mississippi's public school performance classifications were: Level 5-Superior Performing, Level 4-Exemplary, Level 3-Successful, Level 2-Under Performing, and Level 1-Low Performing. For all three school years, MSE received the Level 5-Superior Performing rating from the MS Department of Education. With the inception of the MCT2, Mississippi revised its accountability system. During this time and for the 2007-2008 school year, no state level accountability ratings were given to schools. For the 2008-2009 school year, Mississippi's new accountability system, which includes an achievement component, a growth (gain) component, and a graduation/dropout component was established. New public school performance classifications for Mississippi are: Star School, High Performing, Successful, Academic Watch, Low Performing, At Risk of Failing, and Failing. MSE received the Star School classification from the Mississippi Department of Education for the 2008-2009 school year. Only approximately 3% of Mississippi public schools received the coveted Star School classification under the new and rigorous Mississippi state accountability system. MSE was one of only 13 elementary schools to receive the Star rating.

Information regarding state, district, and school accountability information as well as state assessment information can be found at the Mississippi Department of Education, Office of Research and Statistics website at <http://orshome.mde.k12.ms.us/ors> and the Office of Student Assessment at <http://www.mde.k12.ms.us/ACAD/osa/index.html>.

Additionally, The Mississippi Assessment and Accountability Reporting System (MAARS) is an integrated web application as well as separate web sites that are used for accessing accountability results or the

Mississippi NCLB Report Cards for downloading assessment, accountability, and Report Card data files. MAARS can be accessed at <http://orshome.mde.k12.ms.us/ors/>.

2. Using Assessment Results:

MSE faculty and administration believe that the state assessment is a snapshot of the year for a child; therefore, it is essential that many different forms of assessments be utilized throughout the year in order to best serve students. Prior to the beginning of each school year, MSE students are personally hand-scheduled by the principal into classes based on academic strengths, weaknesses, behavior, and personality. Thus, from the start of the year, teachers know that their students have been painstakingly analyzed based on available data by the instructional leader of the school. Teachers are then able to view data from the previous year, including the child's DRA (Directed Reading Assessment) results, MCT2 test results, the district required NWEA's "Measures of Academic Progress"(MAP) data, and the Children's Progress (K-3) assessment in order to plan for instruction. Teachers combine and compile this data on data sheets and add information throughout the year, noting gains in specific areas as well as areas needing more focus.

Importantly, MSE systematically uses MAP data to differentiate instruction. This differentiation is uniquely applied through a special and intensive three-day-a-week session known as STAR time ("Striving Together, Achieve Results") for third through fifth grade students. During these sessions, 38 teachers, including regular classroom teachers, arts specialists, and gifted, Special Education and ELL teachers instruct groups of students *across grade levels and across home-rooms* based on lowest reading strands. These sessions have helped insure that students receive the best available instruction in their individually weakest areas. Classroom teachers then administer MAP assessments three times during the year with students having a goal for each assessment. Teachers use the results from each assessment to plan instruction specific to each child's needs, and they continually re-evaluate strengths and weaknesses. Thus, we regularly build on our data and enhance its effectiveness.

3. Communicating Assessment Results:

Communicating assessment results at MSE begins with Parent Orientation at the start of each school year. At this annual event, the principal shares the results of the previous spring state assessments, and teachers emphasize the importance of assessment during classroom orientations that immediately follow the principal's address. Additionally on this Orientation night, parents sit at their child's desk learning about the curriculum and expectations for the year. By sending weekly papers home in an attractive folder accompanied with a comment from the teacher and encouraging parents to sign, write a comment, and return them to school, we set an expectation that communication and assessments are important. Parents may also access their child's grades daily through an on-line grade reporting system known as "Active Parent." A hard copy of each individual child's state assessment results is also sent home with each child. All teachers are required to have a conference with each family during the first semester in which teachers explain and discuss the state assessment and provide results from the MAP assessment, DRA assessments, and class assignments and tests. Plans for instruction for each child are shared with parents during this critical, one-on-one conference. The teachers then communicate weekly with parents through a newsletter which is sent home in hard copy form as well as posted on each teacher's web page.

The PTO assists the school in publishing a monthly newsletter where the principal and teachers share valuable information regarding curriculum, assessments, arts activities, and special events as well as fitness and wellness tips. District report cards are sent home each nine weeks as well as individual fitness reports twice a year. The community is informed of assessment data through newspaper and television. The district publishes a district report card that is sent home to each child and is posted on the district web site. The local newspapers partner with the school in publishing honor roll and often write front page stories about the arts integration, academic successes and wellness activities occurring at MSE. Our faculty and PTO maintain and keep current a large and very popular bulletin board containing clippings from a variety of area newspapers

and magazines in which MSE students, faculty, or administration are featured. These clippings typically tell of our academic and assessment-related successes.

4. Sharing Success:

To whom much is given, much is required. MSE has been blessed with talents and resources, so we believe it is our professional duty to assist others. Our teachers frequently are asked to serve as leaders in state and national organizations such as the Mississippi Reading Association, the International Reading Association, the Mississippi and National Council for Teachers of Mathematics, serve on district and state level committees, and regularly make detailed continuing education presentations at district, state, and national conferences.

Each semester, local and state universities recognize our reputation as an excellent model of teaching by placing graduate and undergraduate students at MSE for observation and student teaching. Significantly, but maybe not surprisingly, many of these higher education students return to MSE to teach after graduation.

Having been named as a model school by the Mississippi Arts Commission, districts across our state and even neighboring states frequently visit the campus to observe teachers as they integrate the arts into their daily teaching and employ innovative and assessment-based models to improve instruction and learning, such as the STAR program discussed previously. We have even organized and conducted a summer three-day workshop, led by MSE teachers to share our curriculum, strategies, and successes. Currently, MSE is being recognized by PE4Life, a national non-profit fitness organization, for our efforts to improve physical wellness. As part of our partnership, districts throughout the state will send teams to MSE to learn about quality physical education and wellness from our staff.

Being awarded Blue Ribbon School status will further expose Madison Station to the entire country and will provide more opportunities for us to assist others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

MSE utilizes the required content-related frameworks provided by the Mississippi Department of Education as merely the beginning point for our curriculum. Through a 10-year journey, each grade level has developed an in-depth curriculum map that includes time frame, state objectives, strategies, arts objectives (visual, musical, drama, and movement) as well as technology, authors and artists, field trips, and special event days for parent and community involvement. The curriculum is best described as an arts integrated, thematic approach in which teachers utilize students' learning styles, interests, and academic strengths and weaknesses to differentiate instruction.

MSE is unique in that we engage a variety of specialists to assist in planning and implementing lessons. We have full time arts specialists, two PE/movement specialists, two music instructors, one visual artist, two computer teachers, and a resourceful librarian. Additionally, Madison Station is pleased to have part time KidsArt teachers, a strings instructor, a Spanish teacher and two aerobics/yoga instructors.

As verified through the testing of every student with the state required MCT2 assessment, MSE believes that all children can learn. It is the responsibility of the faculty to ensure that this happens daily utilizing a variety of methods and strategies. In recent years, the state of Mississippi has changed the assessments ensuring rigor and higher standards. State frameworks have been written to better reflect national standards, and MSE embraces these higher standards and accountability.

MSE also uniquely integrates the arts (visual, musical, drama, foreign language and movement) into all content areas. Students receive instruction in a variety of settings including whole group, small group, individually, in learning centers, in technology stations, at the outdoor classroom, in the fitness lab, in the science lab, with a certified teacher, with an assistant teacher, or with a high school mentor assigned to individual students. Utilizing the curriculum maps, our arts specialists are able to extend content learning into their classrooms. For example, a kindergarten student learning his letters and numbers can reinforce those concepts in the computer lab while working on a skill-specific program. A first grader learning addition facts can reinforce those facts while participating in a relay game in PE class. A fifth grader uses his writing as he describes the technique he used in art class to create a masterpiece. The regular classroom teacher likewise integrates the arts into the daily classroom lessons. For example, second-graders transform their hallway into a rainforest while studying the animals and habitats found in the rainforests. Animals are researched and then colorful sculptures of each are displayed in the trees and vines of the student-created canopy. While studying famous Mississippians as part of fourth grade Mississippi history, each child learns important facts about their chosen citizen then presents the information in the style found in a wax museum. MSE understands that it is people and not programs that will best move students forward.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The teaching of reading, including language arts and writing, is an integral part of the academic success of MSE. Based on the belief that children have to be instructed on their individual reading level, the guided reading approach is utilized in kindergarten through fifth grade. Students are assessed using the Directed Reading Assessment (DRA). Teachers analyze these running records and continuum for growth charts and group students into small (not more than 6 students) for daily reading instruction. Based on the belief that students must be given many daily opportunities to read from various texts and genres, listen to texts being read aloud, and must write about texts, reading is integrated into all content areas in addition to guided reading groups.

While working with students in whole class, small group, and individual lessons, teachers instruct vocabulary in context. This aids tremendously in the overall comprehension strand. All aspects of fluency are directly taught, modeled, and practiced again in large and small group arenas using familiar texts, poetry, and plays.

MSE faculty know that students must understand early that what is spoken can be written and what is written can be read; consequently our teachers begin the writer's workshop approach to writing on the first day of school with all grades. Students are introduced to a specific writing skill through the workshop approach and then given ample time daily to write. Teachers confer with students individually as they scaffold their learning.

3. Additional Curriculum Area:

In the content area of mathematics, our faculty understands that elementary children must build a foundation for growth. Beginning in kindergarten, students are given time to explore numbers, count items, group manipulatives, and explore concepts such as heavy/light, more/less.

Based on the belief that students must understand the basic operations, much time is spent using manipulatives teaching students how to perform these operations. As students develop, the basic facts are committed to memory using daily music and movement activities. Language and visual arts are daily integrated into math lessons. An example is a third grade teacher reading a book to the class about a trip to the ice cream shop. The students created ice cream sundaes using construction paper to show the various flavors of ice cream. The teacher then introduced fractions and had the students write fractions based on the number of scoops of each flavor of ice cream. Each child concluded the lesson by writing a sentence describing their sundae using fractions.

As with all content areas, the arts specialists assist the regular classroom teachers with the teaching of the concepts. For example, the PE teachers integrate multiplication facts into a jumping relay, number recognition is reinforced as students climb the rock wall, the music teacher reinforces facts with a fact rap, and the technology instructors have students create a PowerPoint to explain a newly learned math concept to other students. Finally, the Spanish instructor teaches kindergarten and first grade students the numbers in Spanish. MSE believes that math is for all students and with effort all children can be successful in that subject.

4. Instructional Methods:

MSE teachers understand and are skilled at using multiple instructional strategies to reach various learning styles, various academic levels, and pique the interests of the students in each classroom. Our methods could best be described as hands-on and arts-integrated in nature.

By utilizing data from both formal and informal assessments, teachers group students within the classroom for specific lessons. For example, by utilizing dynamic grouping in reading, students are able to read and comprehend on their specific level rather than on a level that is too hard or too easy. Differentiation of instruction occurs daily with the integration of the arts into the classroom instruction. Students often choose how they will complete a task, present a project, or convey mastery of a skill.

With 33 different native-tongue languages spoken at MSE, it is critical that the ELL teacher work with the classroom teachers to plan instruction. The ELL teacher works in an inclusion setting and also teaches individual or small group lessons. MSE also employs four teachers certified in resource/special education/autism, and two speech teachers to help special needs students accomplish individual goals. It is our belief that all children can learn, and it is the teacher's job to plan instruction tailored to the needs of individual students.

Additionally, MSE employs a number of teachers who utilize the Mississippi gifted and talented framework to plan lessons in leadership, creative problem solving, and communication skills. Thus our gifted students receive five hours of special instruction each week. Moreover, the gifted teachers often assist the regular classroom teachers in planning lessons that will challenge these students above and beyond normal instructional methods and topics.

MSE's assistant teachers have been trained as Barton Reading instructors and work with students that exhibit dyslexic characteristics.

MSE also partners with the high school through the Big Brother/Big Sister program. This year, 56 seniors were assigned to students to mentor and serve as tutors all year long. These high school students spend two

hours every other day working with our students. Teachers provide materials such as flashcards, math games, and reading materials for the mentors to use during the time they are on campus.

5. Professional Development:

Rooted in the conviction that teachers are also learners, MSE's professional development plan is cornerstone to student growth. Rather than having a one day session that is not related to the school's vision and goals, an ongoing needs-based plan has been implemented. Indeed, our professional development is job-embedded by design. Each year, before any other aspect of our master schedule is considered, we create slots for “professional learning community time” for each teacher grade. By this means, teachers have one hour a week devoted for collaborative study. The principal is a member of each group each week, and she works closely with the teachers to establish a plan for the year. Some groups may be analyzing student data on a weekly test, others may be looking at results of a district or state assessment to determine areas of strengths and weaknesses, others may be reading and discussing an article or book based on a particular need such as how to assist struggling readers. Another grade might be examining strategies to assist various learners on a particular skill such as math or reading fluency. Teachers new to the school readily admit that they are challenged and encouraged to learn and to grow at MSE as never before. The camaraderie, ownership, and sense of accomplishment created using this approach are evident in the teachers' actions and conversations. Teachers participate in four district required professional development days that focus on district goals such as differentiating instruction and using data to make instructional decisions.

Teachers are encouraged and compensated for attending workshops and conferences individually or as a grade level.

6. School Leadership:

Madison Station has a principal and one assistant principal. With input from the teachers and parents, the three major goals for the school have been established and communicated. From staff meetings to weekly study groups to monthly school newsletters and web sites, the principal is continually communicating these goals. The decisions regarding spending of allocated funds focus around our three goals. She works with the PTO (parent teacher organization) to plan and implement fund-raisers to assist in these areas. For example, this year, the PTO paid for an aerobics and Spanish instructor, purchased books for the guided reading book room and for author studies, and purchased strength building equipment for the PE program.

Being a teacher for seven years before moving into administration, the principal views her role as the instructional leader and role model for the teachers and students. She is a member of each study group and reads and prepares for each group. She frequently visits classrooms to read to children. Even with a large student body (as many as 1500 last year), the principal hand-schedules each child into classes using assessment data, personality, and academic and emotional needs. She establishes a master schedule each year that allows time for teacher study groups, arts experiences, arts integration, fitness and wellness time as well as time for pull out differentiation based on each child's assessment data. The administration sets the example of following district and state mandates and requires nothing less from the students and staff.

While MSE is a school with a large enrollment, visitors often comment on the warm and friendly atmosphere. Following the lead of the principal, the actions of the front office staff embody a sense of family. The principals get to know each child and families and can daily be found in the car rider line, in the hallways, and in the cafeteria greeting the children by name and having conversations with them about the content they are learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 /2000-2001

Publisher: CTB/McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	0	0	98	100	98
% Advanced	0	0	65	47	71
Number of students tested	0	0	212	200	177
Percent of total students tested	0	0	96	96	96
Number of students alternatively assessed			1	2	1
Percent of students alternatively assessed			1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			83	100	93
% Advanced			33	41	64
Number of students tested			18	22	14
2. African American Students					
% Proficient plus % Advanced			93	100	94
% Advanced			53	36	53
Number of students tested			45	42	36
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			91	100	91
% Advanced			36	25	64
Number of students tested			11	16	11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Reading

Grade: 2 Test: Mississippi Curriculum Test

Edition/Publication Year: Version 1 / 2000-2001

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month			May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced			94	95	94
% Advanced			56	54	63
Number of students tested			212	201	178
Percent of total students tested			96	96	96
Number of students alternatively assessed			1	2	1
Percent of students alternatively assessed			1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			78	87	79
% Advanced			28	30	32
Number of students tested			18	22	14
2. African American Students					
% Proficient plus % Advanced			87	92	92
% Advanced			39	36	38
Number of students tested			45	42	36
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			82	85	73
% Advanced			41	47	32
Number of students tested			11	16	11
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test/
Mississippi Curriculum Test 2

Edition/Publication Year: Version 1:2000-2001
/Version 2: 2007-2008

Publisher: CTB/McGraw-Hill / Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	82	83	98	98	99
% Advanced	28	19	60	67	62
Number of students tested	257	234	224	199	200
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	4	1	1
Percent of students alternatively assessed	2	1	2	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	60	17	100	95	100
% Advanced	12	0	44	38	33
Number of students tested	25	12	16	21	15
2. African American Students					
% Proficient plus % Advanced	65	71	100	93	97
% Advanced	9	2	41	40	24
Number of students tested	54	48	42	45	33
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			87	93	96
% Advanced			40	36	32
Number of students tested			15	14	22
5. Limited English Proficient Students					
% Proficient plus % Advanced	71				
% Advanced	36				
Number of students tested	14				
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test/
Mississippi Curriculum Test 2

Edition/Publication Year: Version 1:2000-2001
/Version 2:2007-2008

Publisher: CTB/McGraw-Hill /Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	70	76	96	94	96
% Advanced	25	26	51	54	46
Number of students tested	258	234	226	199	200
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	4	1	1
Percent of students alternatively assessed	2	1	2	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	36	8	91	79	90
% Advanced	0	0	29	24	17
Number of students tested	25	12	16	21	15
2. African American Students					
% Proficient plus % Advanced	46	52	96	86	88
% Advanced	7	17	35	28	26
Number of students tested	54	48	42	45	33
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced			84	61	93
% Advanced			44	18	25
Number of students tested			15	14	22
5. Limited English Proficient Students					
% Proficient plus % Advanced	57				
% Advanced	21				
Number of students tested	14				
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test/
Mississippi Curriculum Test 2

Edition/Publication Year: Version 1: 2000-2001 /
Version 2: 2007-2008

Publisher: CTB/McGraw-Hill / Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	83	78	93	94	95
% Advanced	25	19	62	63	66
Number of students tested	248	241	216	195	211
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	3	0	2
Percent of students alternatively assessed	2	1	1	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	37	41	60	79	84
% Advanced	5	0	15	29	34
Number of students tested	19	17	20	14	32
2. African American Students					
% Proficient plus % Advanced	62	58	87	86	88
% Advanced	6	5	25	31	49
Number of students tested	50	40	52	29	51
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	73	55	69	
% Advanced	0	20	9	31	
Number of students tested	10	15	11	13	
5. Limited English Proficient Students					
% Proficient plus % Advanced		67			
% Advanced		33			
Number of students tested		12			
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Reading

Grade: Test: Mississippi Curriculum Test/ Mississippi
4 Curriculum Test 2

Edition/Publication Year: Version 1:2000-2001
/Version 2: 2007-2008

Publisher: CTB/McGraw-Hill / Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	84	77	95	95	96
% Advanced	32	32	56	54	52
Number of students tested	248	241	216	196	210
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	3	0	2
Percent of students alternatively assessed	2	1	1	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	32	35	80	80	89
% Advanced	5	6	28	20	16
Number of students tested	19	17	20	15	32
2. African American Students					
% Proficient plus % Advanced	64	55	93	88	93
% Advanced	18	13	31	35	34
Number of students tested	50	40	52	29	51
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	73	37	62	
% Advanced	0	33	9	23	
Number of students tested	10	15	11	13	
5. Limited English Proficient Students					
% Proficient plus % Advanced		58			
% Advanced		33			
Number of students tested		12			
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Mathematics

Grade: 5 Test: Mississippi Curriculum
Test/Mississippi Curriculum Test2

Edition/Publication Year: Version 1:2000-2001/ Version
2: 2007-2008

Publisher: CTB/McGraw Hill/ Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	87	76	90	93	94
% Advanced	31	28	52	58	53
Number of students tested	259	225	228	227	191
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	2	1	1
Percent of students alternatively assessed	2	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	56	39	77	83	67
% Advanced	6	6	15	25	22
Number of students tested	18	18	13	24	18
2. African American Students					
% Proficient plus % Advanced	69	55	72	90	81
% Advanced	14	2	21	36	24
Number of students tested	49	49	43	50	41
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	73	27	0	92	0
% Advanced	18	9	0	33	0
Number of students tested	11	11	0	12	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	71				
% Advanced	36				
Number of students tested	14				
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	82	95	94	97
% Advanced	34	34	60	64	61
Number of students tested	194	164	183	168	147

Notes:

- For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
- For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
- Largest other subgroup* is white.
- Performance level terminology: Advanced, Proficient, Basic, Minimal

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test /
Mississippi Curriculum Test 2

Edition/Publication Year: Version 1: 2000-2001
/Version 2: 2007-2008

Publisher: CTB/McGraw-Hill / Pearson Educational

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	73	75	91	91	95
% Advanced	18	20	43	47	44
Number of students tested	260	225	229	226	190
Percent of total students tested	96	96	96	96	96
Number of students alternatively assessed	4	3	2	1	2
Percent of students alternatively assessed	2	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	44	39	76	79	80
% Advanced	0	6	15	15	12
Number of students tested	18	18	13	24	17
2. African American Students					
% Proficient plus % Advanced	51	53	83	87	84
% Advanced	8	6	26	34	19
Number of students tested	49	49	43	50	40
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	64	9	0	73	
% Advanced	27	9	0	27	
Number of students tested	11	11	0	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced	64				
% Advanced	29				
Number of students tested	14				
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

1. For the years 2004-2005, 2005-2006, and 2006-2007, both reading and language arts tests were given to students in grades 2, 3, 4 and 5 using the Mississippi Curriculum Test (MCT). An average of these two tests is reported as reading.
2. For the years 2007-2008 and 2008-2009, the Mississippi Curriculum Test 2 (MCT2) was given to students in grades 3, 4, 5.
3. Performance level terminology: Advanced, Proficient, Basic, Minimal